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# let's sign about sex

EXTENSION SECTION

KNOWLEDGE

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# INTRODUCTION

Welcome to this programme. Before we begin, it is important to clarify what this space is and what it is not. This is an educational environment designed for learning, reflection, and discussion. It is not a test, and there are no right or wrong personal experiences. Everyone comes here with different knowledge, comfort levels, and questions, and all of these are valid.

During this programme, we will work with topics that are part of everyday life yet are not always discussed openly: emotions, relationships, personal boundaries, touch, identity, hygiene, and protection. These areas are closely connected. Understanding our emotions helps us communicate clearly. Understanding boundaries helps us feel safe. Understanding our bodies and health helps us take care of ourselves and others. The goal is not only to gain information, but also to build confidence, respect, and practical skills for real-life situations.

Some activities will involve discussion, movement, reflection, or creative tasks. Participation is encouraged but always voluntary. You may choose how much you want to share. Listening respectfully is just as important as speaking. Everything discussed here should remain confidential unless someone's safety is at risk. We treat each other with respect, without judgment, ridicule, or pressure.

The introductory activities we are about to begin have a specific purpose. They help us get to know each other, understand how we feel today, and explore what we already know about the topics we will cover. They also help create a safe atmosphere where everyone can participate comfortably. These first exercises are not meant to test you; they are meant to prepare you.

If at any point you feel uncomfortable, you may step back, pause, or speak privately with the facilitator. Questions are welcome at any time. Curiosity is encouraged.

## Quick Icebreaker

The facilitator spreads emotion cards on a table. Each participant selects one card that best represents how they feel at that moment. Participation in sharing is voluntary.

Participants who wish to share briefly explain:

- why they chose that emotion,



- how the emotion shows up in their body (for example, tension, calmness, energy, restlessness).

The facilitator highlights that emotions are expressed through facial expressions, body language, tone of voice, and behaviour, and that all emotions are valid. Emphasis is placed on the fact that emotions influence communication, boundaries, and decision-making. A short linking question may be asked, such as whether it is easier to say “no” when someone feels calm or stressed. This question naturally transitions the group toward the themes of consent and boundaries.

## Group discussion

The facilitator writes six key thematic areas on a flipchart:

- Emotions
- Sexuality and identity
- Consent and boundaries
- Touch
- Intimate areas and hygiene
- Safer sex

For each topic, the facilitator asks open questions and records participant responses without evaluation or correction at this stage.

### **Suggested guiding questions for selection:**

#### **Emotions**

- How can you tell what someone else is feeling?
- Is it always easy to talk about emotions?

#### **Sexuality and Identity**

- What comes to mind when you hear the word sexuality?
- Is sexuality only about physical attraction?

#### **Consent and Boundaries**

- What does consent mean?
- Can someone change their mind after saying yes?



### **Touch**

- How do you know when touch is okay?
- Is touch experienced differently depending on who initiates it?

### **Intimate Areas and Hygiene**

- Why can it be difficult for people to talk about hygiene or body changes?
- Why is knowledge about body care important?

### **Safer Sex**

- What types of protection do you know?
- Why is it important to talk about protection before intimacy?

At the end, the facilitator explains that all module topics are interconnected. Emotions influence communication. Identity influences boundaries. Consent is the basis of healthy relationships. Touch must be respectful. Hygiene and protection are part of self-care and care for others. This summary prepares participants for the structured learning segments that follow.

## **YES/NO Activity**

At the beginning, the facilitator states that the purpose of this activity is not to test participants, but to explore their existing beliefs and knowledge. This lesson will provide information, skills, and space for discussion so that participants can make informed, respectful, and safe decisions.

Participants stand in the middle of the room. One side of the room represents “YES” and the other represents “NO.” After each statement is read aloud, participants move to the side corresponding to their opinion.

### **Instructions:**

Participants should choose the answer they believe is correct. After positioning themselves, they may be invited to briefly explain their reasoning. The facilitator then clarifies the correct answer and provides a short explanation.

### **Statements:**

### **Emotions**



- Some emotions are bad and should not be felt.
- Two people can react to the same situation with different emotions.

### **Sexuality and Identity**

- Sexuality is only about sex.
- Everyone has the right to feel safe regardless of their identity.

### **Consent**

- “Maybe” means yes.
- Consent can be withdrawn at any time.

### **Touch**

- It is okay to hug someone even if they say no, if you mean it kindly.
- Everyone has different boundaries about touch.

### **Intimate Hygiene**

- Intimate areas only need to be washed sometimes.
- Sharing razors is safe.

### **Safer Sex**

- A condom is the only contraceptive method that also protects against sexually transmitted infections.
- If someone looks healthy, they cannot have a sexually transmitted infection.

### **Reflection After Each Statement**

The facilitator briefly asks:

- Why did you choose this answer?
- Did anyone change their position after hearing others?



# EMOTIONS

## Emotion Matching Cards

### Instructions for the lecturer:

Print and cut out the emotion cards below (one set per 2–3 participants). Participants match each card to the correct emotion name. After the matching activity, invite participants to share when they last experienced each emotion.

Emotion	Description / Signs to recognise it
Joy	A feeling of happiness or pleasure. Signs: smiling, laughing, bright eyes, open body posture.
Sadness	A feeling of unhappiness or loss. Signs: downcast eyes, drooping lips, slow movements, quiet voice.
Anger	A strong feeling of displeasure or frustration. Signs: furrowed brow, clenched jaw, raised voice, tense body.
Fear	A feeling of being scared or threatened. Signs: wide eyes, pale face, fast heartbeat, frozen or fleeing reaction.
Surprise	A sudden reaction to something unexpected. Signs: raised eyebrows, open mouth, short intake of breath.
Disgust	A strong feeling of dislike or revulsion. Signs: wrinkled nose, pulling away, turning the head.



<b>Love</b>	A deep feeling of affection and care for someone. Signs: warm smile, seeking closeness, kind touch, gentle voice.
<b>Shame</b>	A feeling of embarrassment or guilt about oneself. Signs: looking down, blushing, hunched shoulders, wanting to hide.
<b>Pride</b>	A feeling of satisfaction from achievements or values. Signs: tall posture, smile, sharing news with others.
<b>Loneliness</b>	A feeling of being isolated or disconnected from others. Signs: withdrawal, low energy, wanting contact but feeling unable to reach out.



## Role-Play Activity: Acting Out Emotions

### Instructions for the lecturer:

Divide participants into pairs or small groups. Assign each pair a scenario card below. One person acts out the scenario without words; the other(s) guess the emotion. Rotate so everyone has a turn. After each round, briefly discuss: “How did you recognise the emotion? How did it feel to express it?”

### Role-Play Scenario Cards – Print and cut apart:

You just received an unexpected gift from a close friend.
You lost something important and cannot find it anywhere.
Someone took your seat without asking and does not want to give it back.
You walk into a dark room and hear a sudden noise behind you.
You open a birthday card and find a surprise note inside.
You find a dish at dinner that smells very bad.
Your best friend tells you they are moving to another city.



You finish a difficult task and your teacher says you did an excellent job.

You are at a party but do not know anyone and feel alone.

You accidentally broke something that belonged to someone else.

## Discussion Questions: Emotions

Use the following questions to guide group discussion after the matching and role-play activities:

1. Which emotion is hardest for you to express openly? Why?

2. What do you usually do when you feel a very strong emotion (e.g., anger or sadness)?

3. Can two people react to the same situation with completely different emotions? Why?

4. Is it always easy to tell how someone else is feeling? What makes it difficult?

5. What happens when we ignore or push away our emotions?

6. How do you support a friend who is feeling sad or scared?

7. Are some emotions considered “unacceptable” in your community? How does that affect people?



## Collage Activity: Expressing Emotions Visually

### Instructions for the lecturer:

Provide each participant (or pair) with a large sheet of paper, glue, scissors, and a selection of magazines, printed images, coloured paper, and markers. Ask participants to create a collage that represents one or more emotions they have explored in this module. The collage can include images, words, colours, textures – anything that helps express the feeling visually. Allow 15–20 minutes for creation, then invite each participant to share their collage and explain what it represents.

### Materials needed:

Materials Checklist
Large sheets of paper or card (A3 or larger) – one per participant or pair
Old magazines and newspapers (for cutting out images and words)
Printed emotion-related images (faces, nature scenes, abstract art) – optional
Coloured paper, tissue paper, fabric scraps
Glue sticks and scissors
Markers, crayons, or coloured pencils
Stickers, stamps, or decorative tape (optional)



**Guiding prompts for participants:**

Prompts
1. Choose one emotion that is important to you right now. Find images or colours that represent it.
2. Think about when you last felt this emotion. What did it look like, sound like, or feel like in your body?
3. Are there words or phrases that capture this emotion? Add them to your collage.
4. Use colours intentionally – what colour best represents this emotion for you?
5. When your collage is finished, give it a title.

**Discussion after the activity:**

1. What emotion did you choose and why?
2. Was it easy or difficult to express this emotion visually?
3. Did you discover anything new about this emotion while making the collage?
4. How did it feel to share your collage with the group?
5. Did anyone's collage surprise you or make you see an emotion differently?



Use the following questions to guide group discussion after the matching and role-play activities:

1. Which emotion is hardest for you to express openly? Why?
2. What do you usually do when you feel a very strong emotion (e.g., anger or sadness)?
3. Can two people react to the same situation with completely different emotions? Why?
4. Is it always easy to tell how someone else is feeling? What makes it difficult?
5. What happens when we ignore or push away our emotions?
6. How do you support a friend who is feeling sad or scared?
7. Are some emotions considered “unacceptable” in your community? How does that affect people?



# SEXUALITY AND ME

## “Who Am I?” – Self-Reflection Worksheet

### Instructions for the lecturer:

Give each participant a copy of this worksheet (or project it on screen). Allow 10 minutes for individual reflection in silence. Participants are not required to share their answers. After individual time, invite voluntary sharing and open a group discussion. Emphasise that there are no right or wrong answers – every person’s experience is valid.

### Who Am I? – Self-Reflection Questions:

Question	My answer (optional)
My name is:	
Three words that describe me:	
Things I enjoy (hobbies, interests):	
What makes me feel happy and safe?	
What makes me feel uncomfortable or unsafe?	



<b>Who are the most important people in my life?</b>	
<b>How do I usually express affection to people I care about (e.g., hugs, words, gifts)?</b>	
<b>What does the word “sexuality” mean to me?</b>	
<b>What questions do I have about relationships, intimacy, or sexuality?</b>	
<b>Is there anything about myself I am still exploring or figuring out?</b>	

**Tip for the lecturer:** This worksheet can also be used as a visual brainstorming tool on a large sheet of paper as a group collage.



## Brainstorming Activity: What Is Sexuality?

### Instructions for the lecturer:

Write the word “SEXUALITY” in the centre of a flipchart or whiteboard. Ask participants to call out words, images, or ideas they associate with the word. Write all contributions without judgment. Once the map is full, group the ideas together (e.g., emotions, identity, body, relationships) and guide a discussion.

1. What first comes to mind when you hear the word “sexuality”?
2. Do you think sexuality is only about physical attraction? Why or why not?
3. What is the difference between gender identity and sexual orientation?
4. What does “consent” have to do with sexuality?
5. What makes someone feel safe talking about their sexuality?



## Key Terms – Reference Card for Lecturers

<b>Term</b>	<b>Definition</b>
<b>Sexual orientation</b>	Who a person is attracted to romantically or sexually (e.g., heterosexual, homosexual/gay, bisexual, asexual).
<b>Gender identity</b>	How a person understands and feels about their own gender (e.g., woman, man, non-binary). This may or may not match the sex assigned at birth.
<b>Cisgender</b>	A person whose gender identity matches the sex they were assigned at birth (e.g., born female, identifies as a woman).
<b>Transgender</b>	A person whose gender identity differs from the sex assigned at birth.
<b>Intersex</b>	A person born with physical characteristics (e.g., chromosomes, hormones, or anatomy) that do not fit typical definitions of male or female.
<b>Bisexual</b>	A person who is attracted to people of their own gender and other genders.
<b>Asexual</b>	A person who experiences little or no sexual attraction to others.
<b>LGBT+</b>	An acronym for Lesbian, Gay, Bisexual, Transgender, and others with diverse sexual orientations and gender identities. The “+” includes other identities.



<b>Consent</b>	A clear, freely given, and ongoing agreement to engage in any physical or intimate contact. Consent can be withdrawn at any time.
<b>Intimacy</b>	A feeling of closeness and connection with another person. This can be emotional, physical, or both.



## Creative Poster: My Identity and Sexuality

### Instructions for the lecturer:

This creative activity encourages participants to explore and express their understanding of identity and sexuality through a poster or collage. Provide materials and give participants 20 minutes to create their work individually or in small groups. Participants can choose to focus on one theme (e.g., “What makes me, me?”) or combine several themes. Emphasise that there is no right or wrong way to create the poster – the goal is personal expression.

### Materials needed:

Materials Checklist
Large poster paper or card (A3 or larger) – one per participant or group
Magazines, printed images, and newspapers for cutting
Coloured markers, crayons, pencils
Glue, scissors, tape
Sticky notes (for adding thoughts without committing to permanent placement)
Optional: printed word cards with key terms from the glossary (e.g., identity, consent, orientation)

### Suggested themes and prompts:

Theme	Guiding Prompt
What makes me unique?	Create a section showing things that define you: interests, values, relationships, dreams.



What does sexuality mean to me?	Use images, words, and colours to show your understanding of sexuality beyond physical aspects.
People who matter	Represent the important relationships in your life and what makes them special.
My boundaries	Show what makes you feel safe vs. uncomfortable. Use colours or symbols to express limits.
Messages I've received	Reflect on messages from society, media, or family about identity and sexuality. Which do you agree with?

**Sharing and discussion:**

1. Would you like to share one thing from your poster that is important to you?
2. Was there a theme that was easier or harder to express visually?
3. Did you learn something new about yourself while creating the poster?
4. How did it feel to think about these topics in a creative way rather than just talking?
5. Is there anything on your poster you would like the group to know about?

Use the glossary below when participants ask about terms, or display selected terms on a screen or poster during the session. Use simple, accessible language and always invite questions.



# YES AND NO IN RELATIONSHIPS

## Role-Play Scenario Cards

### Instructions for the lecturer:

Print and cut out the scenario cards below. Divide participants into pairs. One person reads the situation aloud; the other responds as they would in real life (saying yes, no, or maybe). Then swap roles. After each scenario, briefly discuss: “How did it feel to say no? Was it easy to respect the other person’s answer?”

**Remind participants:** there is no right or wrong answer. The goal is to practise communicating boundaries clearly and kindly.

### Role-Play Scenario Cards – Print and cut apart:

A friend wants to hug you hello, but you are not comfortable with hugs today.
Your partner wants to hold your hand in public, but you feel embarrassed.
A colleague asks if they can sit very close to you during lunch. You prefer more space.
Your relative wants to kiss you on the cheek when saying goodbye. You do not like it.
Someone you just met at a party wants to take a photo of you and post it online.
A friend asks you to share something personal from your diary. You are not ready.



Your partner wants to be intimate, but you are tired and do not feel like it tonight.
A classmate asks if they can touch your hair because they think it looks nice.
Someone asks you to keep a secret about a touch that made you feel uncomfortable.
A friend suggests watching a film together, but you had planned to rest alone tonight.
Your partner suggests trying something new together. You are unsure and not ready to decide.
A friend keeps standing very close to you even after you have stepped back twice.

## Practising Non-Verbal Signals of Consent and Refusal

### Instructions for the lecturer:

Explain that we communicate consent and refusal not only with words but also through body language. Demonstrate each signal below and invite participants to practise in pairs.

Non-Verbal Signal	What it often means
Nodding slowly	Agreement / YES
Shaking head from side to side	Refusal / NO



<b>Stepping back or turning away</b>	Discomfort / Please stop
<b>Open arms, leaning forward</b>	Welcoming / Comfortable
<b>Arms crossed, leaning back</b>	Closed off / Uncomfortable
<b>Raised hand (stop gesture)</b>	Clear refusal / STOP
<b>Eye contact, relaxed face</b>	Comfortable, engaged
<b>Avoiding eye contact, looking down</b>	Uncomfortable, unsure
<b>Smiling, relaxed posture</b>	Positive, open
<b>Tense body, rigid posture</b>	Anxious, not comfortable



## Discussion Questions: Consent and Boundaries

Use the following questions to guide discussion after the role-play activity:

1. Was it easier to say “no” or to hear “no”? Why?
2. What makes it difficult to say no to someone you care about?
3. How can you tell if someone is uncomfortable, even if they say nothing?
4. What should you do if the other person does not respect your “no”?
5. Is it ever okay to change your mind after you have agreed to something? Why?
6. What does it feel like when your boundaries are respected? When they are not?
7. Are the rules about consent different in different cultures or families? How does that affect us?

## Tips for Lecturers

Tip for the lecturer: If using this quiz as a group activity (e.g., stand in corners A/B/C), allow brief discussion after each question before revealing the correct answer. This encourages peer learning and deeper reflection.

1. Always establish a safe, non-judgmental space before beginning this section.
2. Remind participants that sharing personal experiences is voluntary.
3. If a participant becomes emotional, pause the activity and offer a private moment to talk.
4. Validate all responses – there is no single correct reaction to these scenarios.
5. For participants with hearing impairments: ensure all instructions are given in sign language or with clear visual support. Non-verbal signals of consent are especially important to discuss in this context.
6. Adapt the scenarios to reflect the participants’ daily life experiences and environments.



7. End the session by reinforcing that everyone has the right to set and communicate their own boundaries, and everyone has the responsibility to respect the boundaries of others.

## Quiz: Consent and Boundaries

**Instructions for the lecturer:**

Use this quiz at the end of the “Yes and No in Relationships” section to check understanding. The quiz can be done individually on paper, as a group activity (show of hands or standing in corners), or digitally via Kahoot or similar. After each question, discuss the correct answer briefly. Correct answers are marked with ✓.

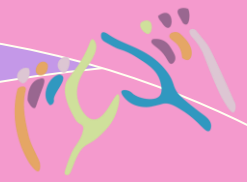
Question	Answer Options
Q1. If someone says “maybe”, does that mean yes?	a) Yes, maybe is close enough to yes b) No – only a clear “yes” means yes ✓ c) It depends on the situation
Q2. Can you change your mind after you have already said yes?	a) No, once you agree, you must continue b) Yes – you can always change your mind ✓ c) Only if the other person agrees
Q3. Which of these is an example of non-verbal consent?	a) Looking away and being silent b) Nodding and smiling, moving closer ✓ c) Crossing arms and stepping back
Q4. If your friend does not reply to your message asking to meet, what should you do?	a) Keep messaging until they reply b) Wait for them to respond when they are ready ✓ c) Show up at their home anyway
Q5. Someone is very drunk. Can they give consent?	a) Yes, if they say yes b) No – a person who is intoxicated cannot give informed consent ✓ c) Only if you know them well
Q6. A person says yes because they are afraid to say no. Is this real consent?	a) Yes, they said yes b) No – consent must be given freely, without pressure or fear ✓ c) It depends on what was asked
Q7. Your partner wants to try something new together. What is the best approach?	a) Just do it and see if they like it b) Talk about it first and make sure both of



	<p>you agree ✓ c) Only ask once; asking again is annoying</p>
Q8. Is it okay to set different boundaries with different people?	<p>a) No, your boundaries should be the same for everyone b) Yes – boundaries can vary depending on the relationship and situation ✓ c) Only with family members</p>
Q9. What should you do if someone does not respect your “no”?	<p>a) Give in to avoid conflict b) Repeat your boundary clearly and, if needed, seek help from a trusted person ✓ c) Ignore them and hope they stop</p>
Q10. Consent is:	<p>a) A one-time agreement that covers everything b) An ongoing, clear, and freely given agreement that can be withdrawn at any time ✓ c) Only needed for physical contact</p>

**Scoring and discussion:**

Score Interpretation
8–10 correct: Excellent understanding of consent and boundaries!
5–7 correct: Good foundation – review the areas where you were unsure.
0–4 correct: Let’s revisit the key concepts together. No judgment – this is a learning process.



# TOUCH

## Discussion

### Instructions for working in groups

1. We will divide into two groups.
2. Each group will receive its own set of questions.
3. Everyone in the group will read the questions.
4. Then discuss the questions.
5. The discussion ends when there is nothing more to say.
6. There will be a lecturer in each group.
  - The lecturer leads the discussion.
  - They add new perspectives and situations.
  - The situations are prepared in advance.

### Group1

1. How do you know that touching is okay?
2. When is it important to ask for permission before touching someone?
3. What do you do when someone doesn't respect your boundaries?
4. How would you explain the difference between good and bad touch to a child?
5. Can the same place on the body sometimes be intimate and sometimes not?
6. What do you do when you like being touched, but the other person doesn't?
7. Do you have a place on your body only for your partner, but not for your family? Which one?
8. Who decides whether to touch or not?

Note: Questions highlighted in yellow are recommended questions. It is possible to move on to activities with the character after these questions if there is time left to return to other questions.



Situations for further discussion:

**1. How do you know that touching is okay?**

- A friend shakes your hand when greeting you.
- Your sister hugs you on your birthday.
- A doctor examines your hand during a check-up.

**2. When is it important to ask for permission before touching someone?**

- You want to congratulate a colleague and touch their shoulder.
- You want to hug an acquaintance you haven't seen in a long time.
- You want to hold a child's hand when crossing the street.

**3. What do you do when someone doesn't respect your boundaries?**

- You say you don't want a hug, but you get one anyway.
- You remove the hand of the person holding you.
- You step back when someone gets too close.

**4. How would you explain the difference between good and bad touch to a child?**

- A mother hugs her child to calm them down.
- A stranger takes a child's hand without permission.
- A teacher gives a child a high five after a success.

**5. Can the same place on the body sometimes be intimate and sometimes not?**

- Your partner holds your hand at home.
- A friend takes your hand during sports.
- A teacher takes your hand to help you up.

**6. What do you do when you like being touched, but the other person doesn't?**

- You want to hold your partner's hand, but they don't want to.
- You like hugging, but your friend doesn't.
- You want to kiss their cheek, but they refuse.

**7. Do you have a place on your body only for your partner, but not for your family? Which one?**

- Your partner kisses your neck, but your parents don't.
- Your partner caresses your thigh, but others don't.
- Your partner hugs you around the waist, but your siblings don't.



### 8. Who decides whether to touch or not?

- Your boyfriend wants to kiss you, but you don't want to.
- Your friend wants a hug, and you agree.
- A stranger wants to touch your hair, but you refuse.

### Group 2

1. What do you do when a stranger hug you?
2. What does it mean to respect another person's boundaries?
3. What do you do when someone asks you for a touch that you don't feel comfortable with?
4. How would you explain the difference between good and bad touching to a child?
5. Why is the face an intimate place for some people and not for others?
6. Are the boundaries of touch the same in all families?
7. How do you know that the other person agrees to be touched?
8. How do you tell someone you don't want to be touched?

Note: Questions highlighted in yellow are recommended questions. It is possible to move on to activities with the character after these questions if there is time left to return to other questions.

Situations for further discussion:

#### 1. What do you do when a stranger hug you?

- A stranger hug you on the street.
- A tourist hugs you while taking a group photo.
- A stranger hug you at a concert.

#### 2. What does it mean to respect another person's boundaries?



- A colleague says they don't want you to touch their shoulder.
  - A friend says they don't like hugs.
  - Your partner doesn't want you to kiss them on the cheek.
- 3. What do you do when someone asks you for a touch that you don't feel comfortable with?**
- An acquaintance asks if they can hug you.
  - A colleague asks if they can put their hand on your shoulder.
  - A friend asks if they can hold your hand.
- 4. How would you explain the difference between good and bad touching to a child?**
- A mother hugs her child to calm them down.
  - A stranger grabs a child's hand without permission.
  - A teacher gives a child a high five after a success.
- 5. Why is the face an intimate place for some people and not for others?**
- Your partner kisses you on the cheek when saying goodbye.
  - Your grandmother kisses you on the cheek when you arrive.
  - Your friend slaps you on the cheek when playing a game.
- 6. Are the boundaries of touch the same in all families?**
- In one family, they hug a lot.
  - In another family, they only greet each other with a handshake.
  - In another family, they hardly touch each other.
- 7. How do you know that the other person agrees to be touched?**
- They smile and reach out their hand to shake yours.
  - They open their arms for a hug.
  - They nod in response to your question about touch.
- 8. How do you tell someone you don't want to be touched?**
- You say, "I don't want you to touch me."
  - You step back and raise your hand like a stop sign.
  - You turn around and walk away from the person.



## Paper figure

### **Procedure:**

1. Hand out the picture of the figure and the markers to the participants.
2. Explain what the red (not allowed) and green (allowed) markers mean.
3. Have the participants mark the first version – touches on their own bodies.
4. Then they mark the second version – touches from loved ones.
5. Finally, they mark the third version – touches from strangers.
6. After each version, briefly discuss what the participants marked and why their choices may differ.

### **Tip for the instructor:**

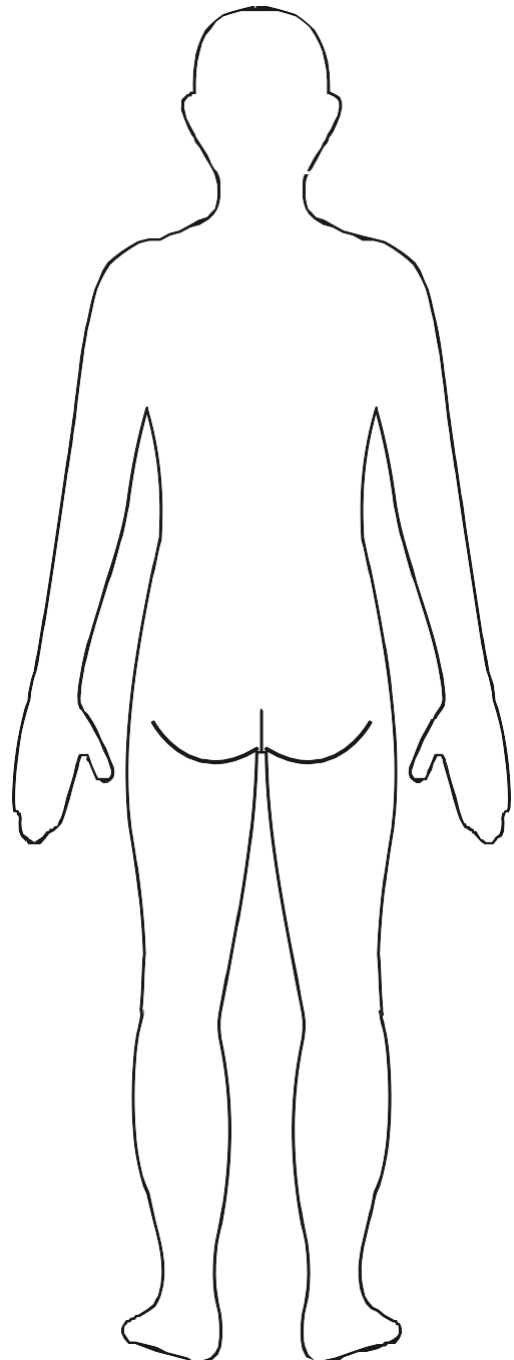
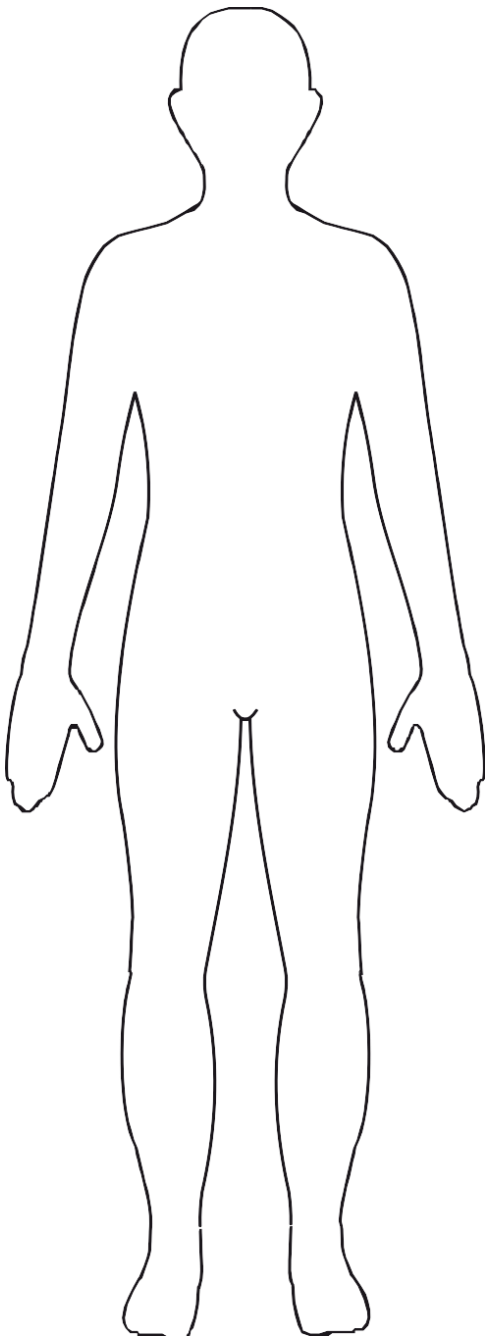
- Be sensitive to participants' personal experiences.
- Do not require sharing details if someone does not want to talk.
- Encourage respect for different answers.



### APPROPRIATE AND INAPPROPRIATE TOUCH – EXERCISE

Imagine that this character is you. Your task is to place red marks where you do not want to be touched and green marks where you do want to be touched.

**Mark the places where you are allowed/not allowed to touch yourself.**

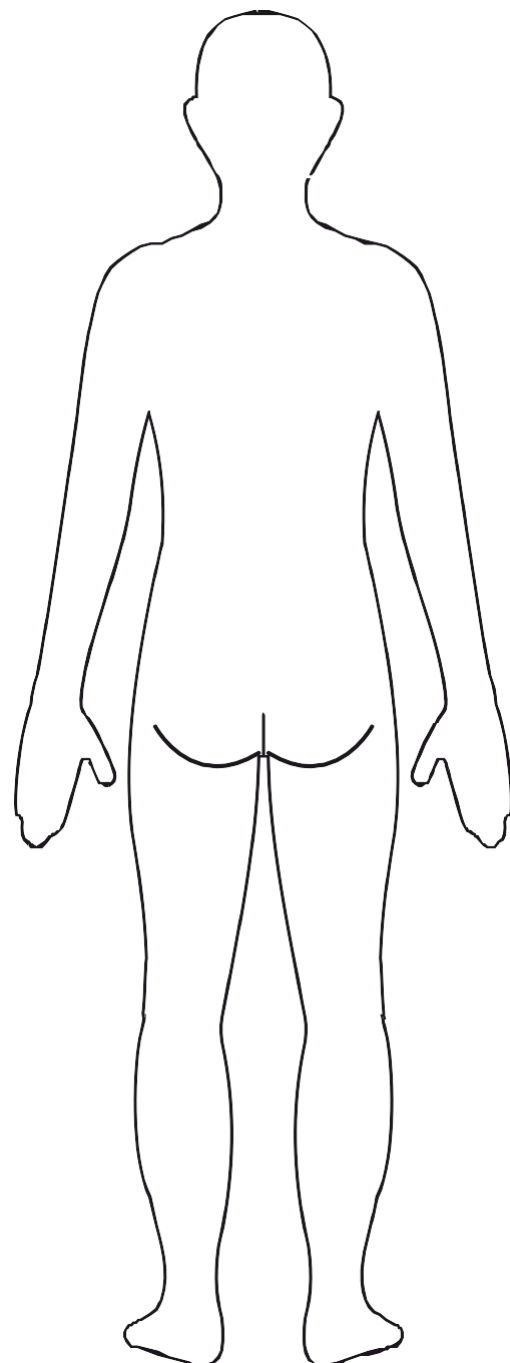
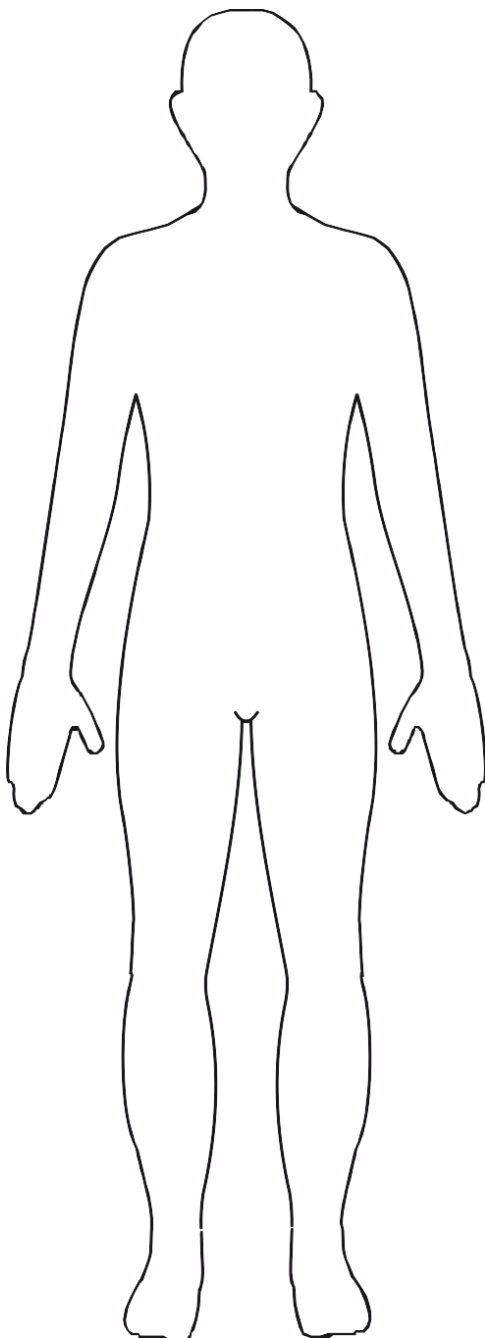




### APPROPRIATE AND INAPPROPRIATE TOUCH – EXERCISE

Imagine that this character is you. Your task is to place red marks where you do not want to be touched and green marks where you do want to be touched.

**Mark the places where your loved one is allowed/not allowed to touch you. This could be your partner, closest family members, etc.**

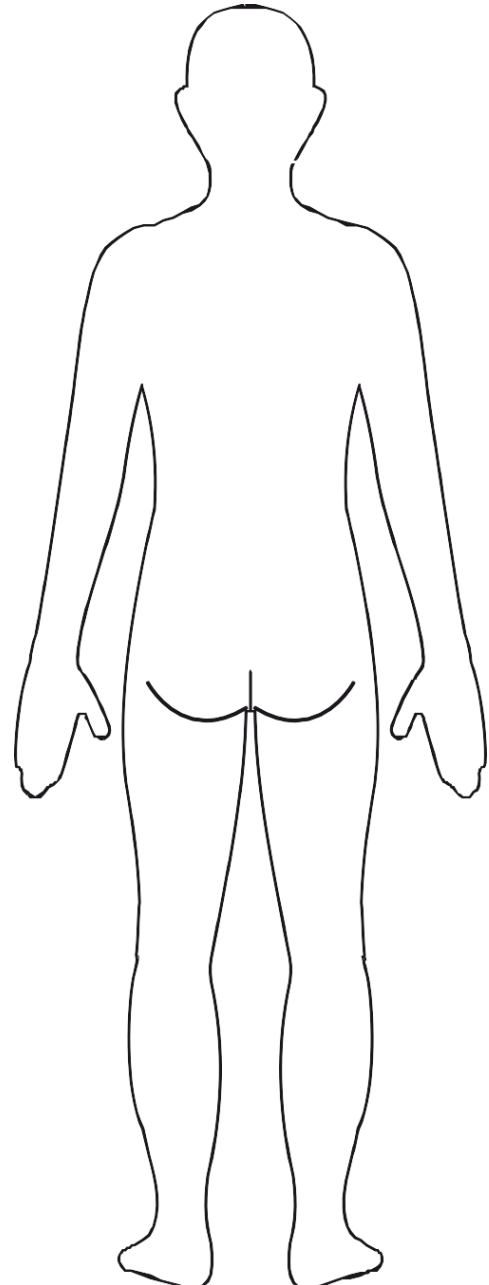
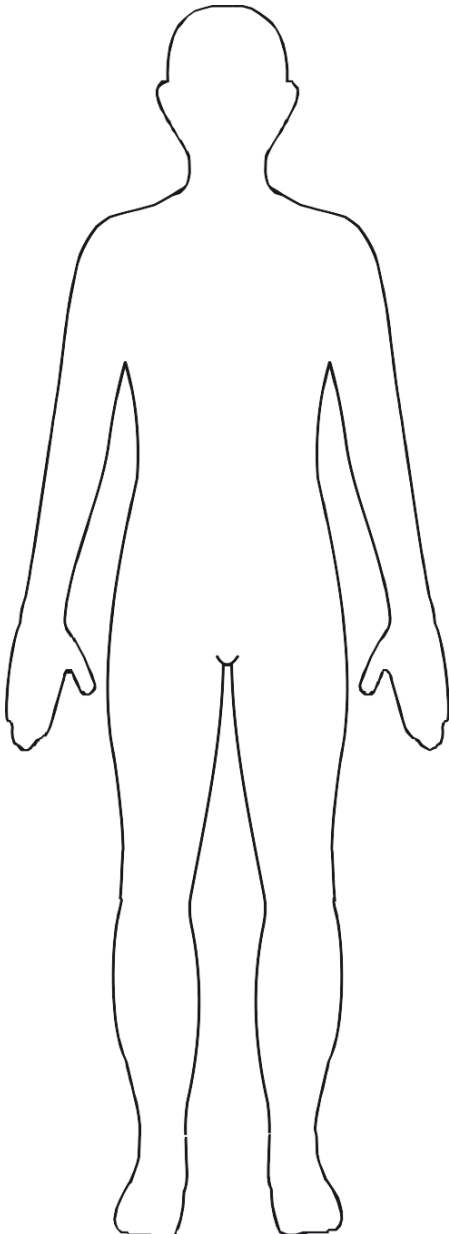




### APPROPRIATE AND INAPPROPRIATE TOUCH – EXERCISE

Imagine that this character is you. Your task is to place red marks where you do not want to be touched and green marks where you do want to be touched.

**Mark the places where someone you don't know is allowed/not allowed to touch you.  
This could be, for example, a salesperson, a public transport inspector, a random passerby...**





# INTIMATE AREAS AND HYGIENE

## Presentation

### Slide 1 – Intimate areas and hygiene

Today's topic concerns intimate areas and their hygiene. We may not talk about it much, but it is a very important part of our health. We will show you what we actually consider to be intimate areas, how they differ between women and men, and why proper care is essential. We will also talk about interesting facts about the human body and how to prevent unpleasant problems such as infections or irritation.

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### Slide 2 – What are intimate areas

Intimate areas are parts of the body that include the genitals and reproductive organs. These parts of the body change during puberty and enable us to have children or sexual intercourse. Everyone looks different, and that's perfectly fine – there's no reason to compare yourself to others. It's important to realize that intimate areas are sensitive and require special care.

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### Slide 3 – Interesting facts about intimate areas

The human body is fascinating. For example, the clitoris is the only organ in the human body that has a single function – to provide pleasure. The pubic bone is sometimes called the mons pubis, because its shape resembles a hill in the landscape. In some cases, men undergo circumcision – the removal of the foreskin – for religious, cultural, or health reasons. And you may have noticed that the scrotum changes shape – when it is cold, it retracts closer to the body, and when it is warm, it relaxes to maintain the correct temperature for the testicles. However, human bodies differ from each other much more than is commonly believed – for example, **some people are born with a combination of male and female sexual characteristics**. These **intersex (hermaphroditic) people** represent a natural biological variation that shows that the division between "men" and "women" is not always as clear-cut as we often think.

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#### **Slide 4 – Female private parts**

In women, we distinguish between external and internal sex organs. The external organs include the vulva, pubic bone, clitoris, vaginal opening, labia majora and minora, and urethra. The internal organs are the vagina, cervix, uterus, fallopian tubes, and ovaries. Each of these parts has its own specific function – for example, the uterus serves to develop a fertilized egg, and the vagina is important for sexual intercourse, menstruation, and childbirth. The cervix protects the uterus from infections, which is why a gynaecological examination is recommended once a year.

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#### **Slide 5 – Activity**

The aim of this activity is to familiarize participants with the anatomical parts of the female body.

The task for participants is to name and describe the individual numbered parts in the pictures.

Activity objective:

To understand the female body, learn basic anatomical terms, and learn to talk about intimate areas in a natural, neutral way.

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#### **Slide 6 – Male private parts**

In men, the external sex organs are the penis and scrotum. The tip of the penis is called the glans, where the urethra opens. The foreskin protects the glans and must be pulled back for hygiene. The internal reproductive organs include the testicles, epididymis, prostate, vas deferens, and seminal vesicles. The testicles produce sperm, which mature in the epididymis. The prostate produces fluid that helps the sperm move. During an erection, the penis enlarges and hardens, and during ejaculation, sperm is released.



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### **Slide 7 – Activity**

The aim of this activity is to familiarize participants with the anatomical parts of the male body.

The task for participants is to name and describe the individual numbered parts in the pictures.

Activity objective:

To understand the male body, learn basic anatomical terms, and learn to talk about intimate areas in a natural, neutral way.

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### **Slide 8 – Intimate hygiene**

Intimate hygiene is important every day. Washing with warm water is recommended, even before and after sex or masturbation. For women, it is important to wash from top to bottom to prevent the transfer of bacteria from the anus to the vagina or urethra. Do not use regular body soap, as it can disrupt the natural environment and cause inflammation. Men should pull back the foreskin when washing and carefully clean the glans area. Perfumed wet wipes are not suitable for long-term use.

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### **Slide 9 – Conclusion**

Intimate hygiene is part of overall health. Everybody is unique and deserves respect and proper care. By following hygiene rules, we protect ourselves and our partners from infections and unpleasant health problems. Remember that open communication about intimate health is not shameful – on the contrary, it is a sign of a responsible approach to oneself.

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## Hygiene box

Interesting fact to start with: From January 2026, menstrual products should be a standard part of toilet facilities in all primary and secondary schools in the Czech Republic.

Box contents: For both sexes

- Gentle wash gel for intimate hygiene  
pH adjusted to intimate areas (approx. 4.5 for women, slightly different for men),  
fragrance-free, choosing the right gel is important, check the ingredients.
- Soft cotton towel  
for the intimate area, ideally quick-drying to prevent the growth of bacteria.
- Cotton underwear  
allows the skin to breathe and reduces the risk of irritation.
- Disposable unscented wet wipes  
for situations where hot water is not available (travel, festivals, etc.).
- Small scissors or hair trimmer  
for grooming (if preferred).
- Hand sanitizer  
for use before and after intimate hygiene away from home.
- Travel bidet or bottle with a gentle stream of water  
practical when traveling or in nature.

### For women, additionally:

- Menstrual aids **according to preference:**
  - **Menstrual cup**
  - **Pads (day and night)**
  - **Tampons**
  - **Menstrual panties**
- Spare underwear  
**in case of accidents during menstruation.**
- Washable bags  
**for storing used products (discreet transport).**



### For men, in addition

- A mild, unscented soap gel **suitable for cleaning the glans after retracting the foreskin.**
- A soft cleansing sponge or washcloth **for use only on the intimate area.**

### Questions to stimulate discussion:

#### **General**

1. Do you recognize all the items in the box?
2. What do you think this particular item is used for?
3. Who among you has ever used a similar device?
4. How often should this device be used?
5. Why do you think this item is important for intimate hygiene?

#### **Practical use**

6. How would you use this item correctly?
7. Are there different versions of this tool? Which ones do you know?
8. How would you clean or maintain this item?
9. When should this item not be used?
10. How can we tell when it is time to replace it with a new one?

#### **Personal experience and preferences**

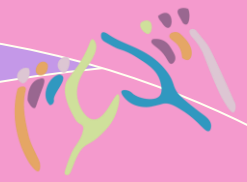
11. Which of the items do you consider most useful?
12. Is there anything else you would add to your "hygiene kit"?
13. Is there anything in the kit that surprised you?
14. Which of these items would you definitely want to take with you when traveling?
15. Is there any item that you consider unnecessary? Why?

#### **Prevention and health support**

16. How does this item help prevent infections or irritation?
17. What differences do you see in the hygiene needs of women and men?



18. Which of these items are especially important during menstruation/after sports/when traveling?
19. What risks can arise if we don't use this item correctly?
20. Which of these items can help if hot water is not available?



# SAFER SEX

## Protection Box

Box contents:

- **Condoms (male)**
- **Female condoms (femidoms)**
- **Oral mask/dental dam**
- **Diaphragm + spermicide**
- **Intrauterine device (model)**
- **Hormonal pills**
- **Emergency contraception (morning-after pill)**
- **Vaginal ring**
- **Subcutaneous implant (model)**
- **Contraceptive patch**

Introductory questions:

- What methods of contraception do you know?
- What do you think is the most difficult thing for young people when it comes to using protection?
- What are the risks of using different types of protection?
- How do you think awareness of safer sex could be increased?
- What information about contraception and prevention do you think should be included in education?
- What myths or false information have you heard about contraception?

Questions with the protection box

1. **Condoms (male)** – What do you think is the biggest advantage of condoms? What might prevent people from using them?
2. **Female condoms (femidoms)** – Have you heard of them? In what situations might they be more suitable than male condoms?
3. **Oral mask/dental dam** – When and why might it be used?
4. **Diaphragm + spermicide** – Who knows how to use a diaphragm? What are its advantages and disadvantages?



5. **Intrauterine device (model)** – Who is this method suitable for and why? What might discourage people from using it?
6. **Hormonal pills** – What reasons do you know of why women choose this method? What are the disadvantages?
7. **Emergency contraception (morning-after pill)** – When and why should it be used? What do you think about the myth that it can be used frequently?
8. **Vaginal ring** – How do you imagine its insertion and use?
9. **Subcutaneous implant (model)** – How would you describe its advantage over daily pill use?
10. **Contraceptive patch** – What could be its main advantage over other methods?

#### Final questions

- What factors would you consider when choosing a suitable contraceptive?
- What should a person do if the protection used fails?
- What examinations or tests are important for sexually active people?



# ASSESSMENT

The assessment verifies how well participants understand and can apply the main themes of the module — emotions, sexuality, and consent in relationships. It combines several evaluation methods to ensure the process is accessible, supportive, and suitable for different learning styles.

## Assessment Methods

1. Observation and Participation  
Facilitators observe how participants engage in activities such as role-plays, discussions, and creative tasks. They assess whether participants are able to recognize, express, and respect emotions and personal boundaries.
2. Group Sharing  
Participants share experiences, feelings, and responses to model situations. This helps evaluate their understanding of key topics and their ability to reflect on them.
3. Creative Outputs  
Collages, posters, and worksheets are reviewed to assess how participants interpret and process concepts such as sexuality, emotions, identity, and relationships.
4. Final Quiz  
A short written or oral quiz includes multiple-choice questions, open-ended questions, and scenario-based tasks. It covers core topics such as recognizing emotions, understanding sexuality, consent, boundaries, appropriate and inappropriate touch, and hygiene.
5. Self-Reflection  
At the end of the session, participants provide feedback on what they learned, what surprised them, and whether any topic felt uncomfortable. This may be done verbally or through simple feedback forms.